

WESTVIEW ELEMENTARY

100 Westview Blvd.
Goose Creek, SC 29445

GRADES 4-5 Elementary School

ENROLLMENT 441 Students

PRINCIPAL Michael J. Heitzler, Ed. D. 843-820-3750

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-899-8602

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent
21

Good
6

Average
0

Below Average
0

Unsatisfactory
0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

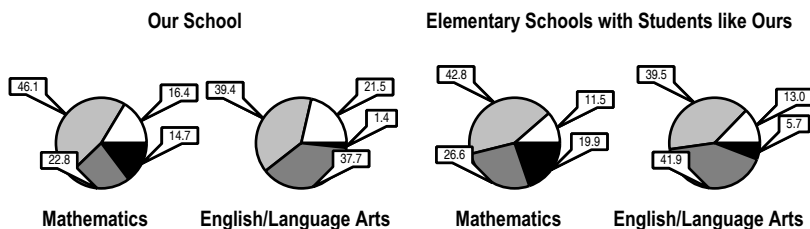
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	20	218	166
Percent satisfied with learning environment	94.7%	91.2%	85.3%
Percent satisfied with social and physical environment	95.0%	88.9%	73.0%
Percent satisfied with home-school relations	95.0%	93.5%	84.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	442	99.3	21.5	39.4	37.7	1.4	39.1	17.6
Gender								
Male	222	99.1	26.9	38.0	34.1	1.0	35.1	17.6
Female	220	99.5	16.1	40.8	41.2	1.9	43.1	17.6
Racial/Ethnic Group								
White	341	99.4	19.9	37.7	40.8	1.5	42.3	17.6
African-American	73	98.6	33.3	40.9	24.2	1.5	25.8	17.6
Asian/Pacific Islander	14	100.0	7.1	64.3	28.6	N/A	28.6	17.6
Hispanic	14	100.0	15.4	46.2	38.5	N/A	38.5	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	384	99.5	15.2	41.0	42.1	1.6	43.8	17.6
Disabled	58	98.3	66.7	27.5	5.9	N/A	5.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	442	99.3	21.3	39.5	37.8	1.4	39.2	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	437	99.3	21.3	39.0	38.3	1.5	39.7	17.6
Socio-Economic Status								
Subsidized meals	96	100.0	37.2	43.6	18.1	1.1	19.1	17.6
Full-pay meals	346	99.1	16.7	38.3	43.5	1.5	45.1	17.6

Mathematics								
All students	442	100.0	16.4	46.1	22.8	14.7	37.5	15.5
Gender								
Male	222	100.0	14.4	48.3	20.6	16.7	37.3	15.5
Female	220	100.0	18.4	43.9	25.0	12.7	37.7	15.5
Racial/Ethnic Group								
White	341	100.0	14.6	44.8	23.2	17.4	40.5	15.5
African-American	73	100.0	27.3	51.5	16.7	4.5	21.2	15.5
Asian/Pacific Islander	14	100.0	14.3	42.9	35.7	7.1	42.9	15.5
Hispanic	14	100.0	7.7	53.8	30.8	7.7	38.5	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	384	100.0	13.0	45.9	25.4	15.7	41.1	15.5
Disabled	58	100.0	41.2	47.1	3.9	7.8	11.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	442	100.0	16.4	46.0	22.9	14.8	37.6	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	437	100.0	15.9	46.3	22.9	14.9	37.8	15.5
Socio-Economic Status								
Subsidized meals	96	100.0	29.8	52.1	14.9	3.2	18.1	15.5
Full-pay meals	346	100.0	12.6	44.2	25.2	18.1	43.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	200	N/A	17.1	29.1	47.2	6.5	53.8
	Grade 4	201	N/A	11.4	38.8	47.3	2.5	49.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	209	100.0	18.2	30.0	49.8	2.0	51.7
	Grade 5	233	98.7	24.5	48.1	26.4	0.9	27.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	200	N/A	21.1	40.7	26.6	11.6	38.2
	Grade 4	201	N/A	15.4	39.8	24.4	20.4	44.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	209	100.0	10.8	46.3	20.7	22.2	42.9
	Grade 5	233	100.0	21.6	45.9	24.8	7.8	32.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 441)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.6%	2.4%
Attendance rate	96.4%	Down from 96.5%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	31.9%	Up from 29.3%	30.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.0%	Up from 5.1%	5.7%	8.0%
Older than usual for grade	0.7%	Up from 0.3%	0.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	60.0%	Down from 63.8%	55.6%	50.0%
Continuing contract teachers	88.0%	Down from 93.1%	85.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	66.7%	Down from 91.8%	88.3%	86.2%
Teacher attendance rate	96.2%	Up from 95.0%	95.7%	95.3%
Average teacher salary	\$40,828	Down 1.5%	\$41,582	\$39,909
Prof. development days/teacher	12.0 days	Up from 8.0 days	11.0 days	11.4 days

School				
Principal's years at school	29.0	Up from 28.0	5.0	4.0
Student-teacher ratio	26.8 to 1	Up from 20.0 to 1	20.2 to 1	18.9 to 1
Prime instructional time	92.1%	Up from 90.9%	91.2%	89.7%
Dollars spent per pupil*	\$5,745	Up 47.1%	\$5,888	\$5,892
Percent spent on teacher salaries*	63.5%	Down from 69.5%	67.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 96.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our Westview Elementary School Community is proud of its boys and girls. Our students work hard and take pride in their accomplishments. Our children have become more familiar with the South Carolina Academic Standards and more successful in meeting those standards. Our students comprehend longer reading passages and are becoming more proficient writers. They are also better incorporating mathematics and technology into all disciplines, including fine arts. Our children who need extra help are taking advantage of after-school tutoring, computer lab skill practice, and summer school. Westview Elementary children are multi-talented. Many sing, perform, compete academically and athletically, and compete for placement in challenging classes and programs.

Our community has the highest expectations for our school and works to meet those expectations. Our school community raised money through the PTA for matching grants to purchase new playground equipment and various program incentives for academic growth. A nearby industry continued its 20 year long business partnership with Westview Elementary and the electorate passed a bond referendum to build the new Westview Primary School and eliminate 28 portable classrooms.

Our parents have the highest expectations for their children. Their children are meeting those expectations by being diligent workers, caring for each other, practicing good citizenship, and doing their best everyday. More than 80 parents participated in an Academic Assistance Conference this year.

Our teachers keep high expectations for the children, parents, and themselves. Their students continue to earn exemplary test scores. All teachers conferred with all of their parents about their child's development, and all teachers worked individually or as a team to gain formal or on-the-job training to continue professional growth and development.

Michael J. Heitzler, Ed.D, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.